



## Satchel Ford Road Elementary

5901 Satchel Ford Road  
Columbia, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	658 Students	
<b>Principal</b>	Connie Derrick	803-738-7209
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Vince Ford	803-231-7556

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Excellent</b>
2008	Excellent	Below Average
2007	Good	Average
2006	Good	Below Average
2005	Good	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

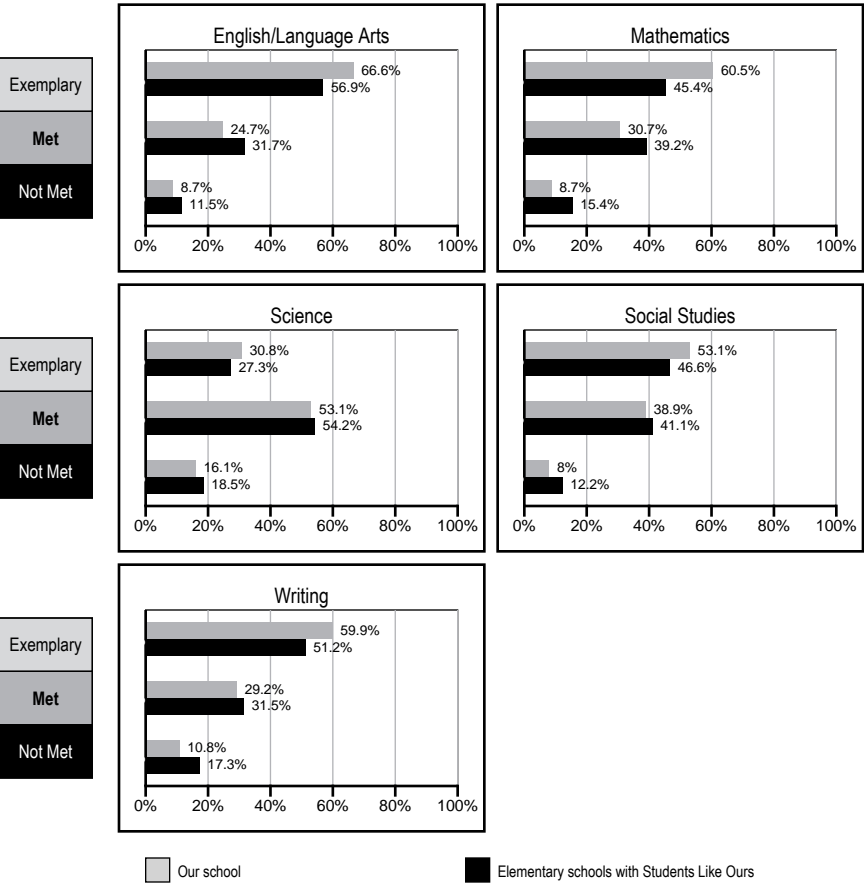
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
23	2	3	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=658)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 1.4%	1.2%	1.9%
Attendance rate	95.9%	Down from 96.4%	96.8%	96.3%
Eligible for gifted and talented	33.8%	Down from 38.4%	23.2%	10.0%
With disabilities other than speech	9.0%	Up from 8.5%	5.8%	7.7%
Older than usual for grade	0.5%	Up from 0.2%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	65.2%	Down from 70.8%	63.5%	59.4%
Continuing contract teachers	71.7%	Down from 77.1%	82.1%	80.0%
Teachers with emergency or provisional certificates	2.6%	Down from 4.7%	0.0%	0.0%
Teachers returning from previous year	85.2%	Up from 84.2%	87.6%	85.9%
Teacher attendance rate	94.6%	Down from 94.8%	95.1%	95.1%
Average teacher salary*	\$50,508	Up 5.5%	\$48,233	\$47,149
Professional development days/teacher	13.7 days	Up from 6.7 days	10.5 days	11.1 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 19.0 to 1	19.6 to 1	18.8 to 1
Prime instructional time	90.0%	Up from 89.9%	90.8%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.6%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,107	Up 6.2%	\$6,912	\$7,458
Percent of expenditures for instruction**	79.4%	Up from 75.3%	73.0%	68.8%
Percent of expenditures for teacher salaries**	73.0%	Up from 71.4%	68.7%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The staff at Satchel Ford continues to strive to improve the academic achievement of all students. The faculty established writing as the focus for the 2008-09 school year. Teachers developed and implemented a year-long intensive plan to support their growth and understanding of how to teach writing. This plan included professional book studies, weekly planning, on- and off-site professional development, the purchase and utilization of multiple writing resources, and opportunities to observe model writing lessons. In addition, the media-center collection was expanded to support efforts to teach writing skills.

Through professional development during the 2008-2009 school year, teachers continued to enhance their understanding of Thinking Maps, graphic organizers that help learners use higher-order thinking. Teachers incorporated Thinking Maps into all curriculum areas, including art, music, dance, drama, and physical education.

Since 2004, Satchel Ford has been recognized as an Arts in Basic Curriculum (ABC) school by the South Carolina Arts Commission and continues to be awarded this designation through a grant-writing cycle. Satchel Ford has been a five-year recipient of the SC State Department of Education's Distinguished Arts Program (DAP) grant. During 2008-2009, grant money was designated to book Artists in Residencies to teach an art form in each grade level.

For the second time at Satchel Ford, the second grade created its own performance, "Food, the Opera." Under the direction of Nicholas Smith, the former conductor of the SC Philharmonic, students wrote choral poems and lyrics to songs, created and choreographed dances, and developed instrumental percussion pieces to exemplify the need for food in our community. Harvest Hope Food Bank collected canned goods the night of the performance. Throughout the year, all other grade levels participated in their traditional performances that incorporated all aspects of the arts.

The Satchel Ford Fine Arts Steering Committee (FASC) received the SC State Board of Education Volunteer Award for being an outstanding civic organization. The FASC, a parent volunteer group, monitored the implementation of the grants and worked diligently to support the teaching of the arts.

The Satchel Ford School Improvement Council (SIC) applied for the Dick and Tunkey Riley School Improvement Award, an honor that is presented yearly to a School Improvement Council that demonstrates leadership and action resulting in improved public education in their community. The Satchel Ford SIC advanced from Level 1 to Level 2 and was awarded the Honor Roll status, a recognition bestowed on only 16 schools in the state this year.

For the 2009-2010 school year, the faculty has decided to focus on the teaching of writing and reading as the primary areas for improvement. Teachers will continue to use the work of Lucy Calkins, the founding director of Columbia University's Teachers College Writing Project, as they "teach the writer, not the writing," and the work of Stephanie Harvey, the author of Comprehension Toolkit, as they teach students reading strategies.

DeWayne Pearson, SIC Chairperson  
Connie D. Alley, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	114	62
Percent satisfied with learning environment	91.3%	89.5%	88.5%
Percent satisfied with social and physical environment	97.8%	85.8%	83.6%
Percent satisfied with school-home relations	100.0%	91.2%	81.4%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	350	99.7	9	25.1	66	94	78.6	82.8	Yes	Yes
<b>Gender</b>										
Male	170	100	9.8	23.3	66.9	93.3	74.4	79.3	N/A	N/A
Female	180	99.4	8.1	26.7	65.1	94.8	82.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	243	99.6	5.5	16.9	77.6	95.4	93.7	89.5	Yes	Yes
African American	94	100	19.5	49.4	31	89.7	74.6	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.1	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	38	97.4	47.2	27.8	25	61.1	51.2	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	77.9	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	91	100	25.6	43.9	30.5	84.1	74.1	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	350	99.7	9.3	30.7	60	92.5	70.3	78.9	Yes	Yes
<b>Gender</b>										
Male	170	100	8	30.7	61.3	93.9	67.8	77	N/A	N/A
Female	180	99.4	10.5	30.8	58.7	91.3	72.7	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	243	99.6	2.5	24.9	72.6	97.5	89.9	87.2	Yes	Yes
African American	94	100	28.7	46	25.3	78.2	64.6	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.5	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	38	97.4	41.7	41.7	16.7	69.4	36.5	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	79.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	91	100	29.3	47.6	23.2	76.8	64	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	238	99.2	16.4	53.1	30.5	83.6	58.1	67.5
<b>Gender</b>								
Male	109	99.1	13.7	46.1	40.2	86.3	57	67
Female	129	99.2	18.5	58.9	22.6	81.5	59.1	68
<b>Racial/Ethnic Group</b>								
White	161	98.8	7.6	53.5	38.9	92.4	85.9	79.5
African American	66	100	40	55	5	60	50.8	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	60.7	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	27	96.3	56	40	4	44	27.5	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	53.2	59.6
<b>Socio-Economic Status</b>								
Subsided meals	63	98.4	44.6	46.4	8.9	55.4	49.1	55.1

**Social Studies**

All Students	238	99.6	8.4	38.8	52.9	91.6	65.2	72.3
<b>Gender</b>								
Male	116	100	6.3	33	60.7	93.8	63.1	71.5
Female	122	99.2	10.4	44.3	45.2	89.6	67.2	73.2
<b>Racial/Ethnic Group</b>								
White	162	99.4	5.7	28.5	65.8	94.3	87.9	80.7
African American	66	100	16.7	63.3	20	83.3	59.3	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	21	95.2	35	40	25	65	36.4	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	63.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	61	100	18.5	59.3	22.2	81.5	58	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	350	98.6	10.6	29.3	60.1	89.4	63.9	70.2	95.9	95.9
<b>Gender</b>										
Male	170	100	11.7	32.5	55.8	88.3	55.8	63.2	95.9	95.7
Female	180	97.2	9.5	26.2	64.3	90.5	71.9	77.5	96	96.2
<b>Racial/Ethnic Group</b>										
White	243	99.2	5.5	22.9	71.6	94.5	86.2	79.1	96.2	96
African American	94	96.8	23.8	47.6	28.6	76.2	58	57.6	95.4	95.9
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	81.9	86.2	95.9	96.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	63.8	62.6	93.4	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
<b>Disability Status</b>										
Disabled	38	89.5	54.5	24.2	21.2	45.5	22.3	26.1	95.2	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	61.2	61.2	92.5	96.2
<b>Socio-Economic Status</b>										
Subsidized meals	87	97.7	29.9	44.2	26	70.1	56.7	58.9	94.7	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	109	100	11.3	17	71.7	88.7
	4	125	99.2	8.5	28	63.6	91.5
	5	116	100	7.2	29.7	63.1	92.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	109	100	14.2	28.3	57.5	85.8
	4	125	99.2	4.2	36.4	59.3	95.8
	5	116	100	9.9	27	63.1	90.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	55	100	24.5	49.1	26.4	75.5
	4	125	99.2	13.6	52.5	33.9	86.4
	5	58	98.3	14.5	58.2	27.3	85.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	54	100	3.8	39.6	56.6	96.2
	4	125	99.2	9.3	42.4	48.3	90.7
	5	59	100	10.7	30.4	58.9	89.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	109	99.1	12.4	18.1	69.5	87.6
	4	125	98.4	11.1	38.5	50.4	88.9
	5	116	98.3	8.3	30.3	61.5	91.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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